

2005 – 2006 ON-SITE REVIEW PROTOCOL

No CHILD LEFT BEHIND (NCLB) PROGRAMS

The ADE Review Team will complete this document as a record of the On-Site Review of NCLB programs. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a Compliance Activities Worksheet will be developed so that the local educational agency (LEA) can bring its programs into compliance. Upon completion of all outstanding items, this document becomes part of the LEA file maintained by the ADE.

LEA NAME:

DATE OF VISIT:

ADE TEAM MEMBERS:

LEA TEAM MEMBERS:

The findings of this On-site Review and any required compliance activities are contained in the attached document. Failure to complete any component of the Compliance Activities Worksheet as written may result in additional consequences. Signatures below denote agreement with the findings and the Compliance Activities Worksheet by both the ADE and the LEA team members.

ADE SIGNATURES:

DATE:

LEA SIGNATURES:

DATE:

CC: NCLB LEA File

INSTRUCTIONS FOR COMPLETING THE NCLB ON-SITE REVIEW PROTOCOL

The ADE monitoring team will do the following:

1. Interview the local educational agency (LEA) NCLB staff using the suggested questions.
2. Review the evidence of compliance.
3. Determine if the LEA is in compliance by comparing the answers provided by the LEA staff to the expected responses and by evaluating the evidence. If additional information is needed before determining the compliance status, probe further by asking more specific questions or by requesting to see more specific evidence.
4. Check all the applicable boxes for each expected response and indicate the compliance status for each item listed on the protocol by circling one of the following:
 - I** for in compliance,
 - P** for partial compliance,
 - O** for out of compliance, or
 - NA** for not applicable.
5. Assess the overall compliance of each section of the protocol based upon the team's determination of compliance of each of the items in the section. Under Reviewer's Assessment, check the in compliance, partial compliance, non-compliance, or technical assistance required box.
6. Develop in conjunction with the LEA staff, a Compliance Activities Worksheet for each section marked in partial compliance or non-compliance.
7. For serious non-compliant items with fiscal impact assign a 30-day completion date on the Compliance Activities Worksheet.
8. Follow-up with the LEA to ensure all 30-day compliance activities have been completed and that other compliance activities have been completed within one school year after the on-site review.

LEA Consolidated Plan – Section 1112*

The LEA will develop/has developed a plan that describes student needs; measurable academic and non-academic goals; resources for meeting these goals; parent involvement requirements; support for instruction; professional development plans; strategies to coordinate with other districts, schools, agencies and groups; and accountability and assessment information.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. In what ways were parents involved in developing the NCLB Consolidated Plan?</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Work groups <input type="checkbox"/> Other _____ <p>2. What data is the LEA using to make decisions about effective programs and use of NCLB funds to improve student achievement and the quality of its staff?</p> <p>3. What procedures are in place for the annual revision of the NCLB Consolidated Plan?</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Work groups <input type="checkbox"/> Other _____ <p>* All citations for sections of the law refer to the <i>No Child Left Behind Act of 2001</i> (NCLB). The complete text of the law is available at www.ed.gov/legislation/ESEA02/</p>	<p>I P O NA The LEA completed an NCLB Final Consolidated Plan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submitted/resubmitted <input type="checkbox"/> Approved <input type="checkbox"/> Reviewed/revised annually <p>The LEA completed a comprehensive needs assessment which includes the following:</p> <p>I P O NA Student achievement data</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMS <input type="checkbox"/> Stanford 9 <input type="checkbox"/> LEA assessment <input type="checkbox"/> Other _____ <p>I P O NA Surveys</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____ <p>I P O NA The LEA evaluation of the NCLB Final Consolidated Plan includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress towards goals <input type="checkbox"/> Effectiveness of P.D. plan <input type="checkbox"/> Analysis of student data <input type="checkbox"/> Review of NCLB programs <input type="checkbox"/> Evaluation conducted annually <input type="checkbox"/> Review of private school services 	<ul style="list-style-type: none"> <input type="checkbox"/> NCLB Final Consolidated Plan <input type="checkbox"/> LEA Needs Assessment <input type="checkbox"/> Evidence of parental involvement <input type="checkbox"/> Evaluation Process for the NCLB Consolidated Plan <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>Reviewers' Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required <p>Comments:</p>

Title I - A, Subpart 1- Eligible School Attendance Areas – Section 1113

An LEA shall allocate Title I-A funds to eligible schools, in rank order, on the basis of the total number of children from low-income families.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA identify schools for the Title I program?</p> <p>2. How does the LEA determine rank order for each Title I school?</p> <p>3. How does the LEA determine the Title I allocation for each Title I school?</p> <p>Rank Order Criteria</p> <p>a. Free and Reduced Lunch Program</p> <p>b. Census Data</p> <p>c. Temporary Assistance for Needy Families (TANF)</p> <p>d. Medicaid - Arizona Health Care Cost Containment System (AHCCCS)</p>	<p>I P O NA Indicate the method selected for determining poverty for schools:</p> <p><input type="checkbox"/> Free and Reduced Lunch Program</p> <p><input type="checkbox"/> Census Data</p> <p><input type="checkbox"/> Temporary Assistance for Needy Families (TANF)</p> <p><input type="checkbox"/> Medicaid - Arizona Health Care Cost Containment System (AHCCCS)</p> <p>I P O NA Schools are rank ordered by poverty.</p> <p>I P O NA Title I schools served based on the following: (check all the apply)</p> <p><input type="checkbox"/> Poverty by rank order</p> <p><input type="checkbox"/> Grade span</p> <p><input type="checkbox"/> Grade level</p>	<p><input type="checkbox"/> Evidence of rank order of schools</p> <p><input type="checkbox"/> Per Pupil Allocation (PPA)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p><input type="checkbox"/> Not Applicable – 1 site LEA</p> <p>Comments:</p>

Schoolwide (SW) Programs – Section 1114

An LEA may consolidate and use federal, state, and local funds in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which the poverty rate is not less than 40 percent.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA assist SW schools in the following:</p> <ul style="list-style-type: none"> • SW plan development • analysis of student data • implementation of SW plan • on-going program evaluation <p>2. How does the LEA assist/ensure that the school(s) provides and interprets assessment results to parents in an understandable format?</p> <p>3. How does the LEA assist SW schools in serving students with disabilities, English language learners, migrant students, homeless students, and neglected or delinquent students?</p> <p>Criteria A schoolwide plan shall contain the following elements:</p> <ol style="list-style-type: none"> a comprehensive needs assessment for the entire school; the reform approach the school adopted; how the school ensures that instruction is by highly qualified (HQ) teachers; describes HQ professional development for all staff; how the school will attract HQ staff; how the school plans to increase parental involvement; how the school provides for transition from pre-school or other similar programs; how teachers will use assessment data to make decisions; how students who are academically at-risk are served in a timely and effective manner; and how all programs are coordinated. 	<p>I P O NA A sample of Schoolwide plans contain all required components. # Reviewed_____</p> <p>I P O NA Evaluation of Schoolwide plans includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress towards goals <input type="checkbox"/> Effectiveness of P.D. plan <input type="checkbox"/> Analysis of student data <input type="checkbox"/> Increase in parent involvement <input type="checkbox"/> Review of programs <input type="checkbox"/> Evaluation conducted annually <input type="checkbox"/> Plan revised, if necessary <p>I P O NA LEA assists schools in providing and interpreting assessment results to parents by: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of persons to translate <input type="checkbox"/> Sample of letters, newsletters, etc., that are in an understandable format <input type="checkbox"/> Other_____ <p>I P O NA LEA assists schools in serving students in subgroups by: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disaggregation of student achievement data <input type="checkbox"/> Professional development <input type="checkbox"/> Other_____ <p>Evidence may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets 	<p><input type="checkbox"/> List of schools with SW Programs indicating poverty rate</p> <p><input type="checkbox"/> Schoolwide Plan(s) with NCLB updates</p> <p><input type="checkbox"/> Schoolwide program evaluations</p> <p><input type="checkbox"/> Student test data</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p><input type="checkbox"/> Not applicable – No SW programs or not eligible</p> <p>Comments:</p>

Targeted Assistance (TA) Schools - Section 1115

In all schools selected to receive Title I-A funds, based on rank ordering, that are ineligible for or choose not to operate a Schoolwide program, an LEA must use Title I-A funds only for programs that provide services to students identified as failing, or most at risk of failing, to meet the Arizona Academic Standards on the basis of multiple, educationally related, objective criteria established by the LEA and the school.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How are students identified to participate in Title I programs in targeted assistance schools?</p> <p>2. How does the LEA assist TA schools with implementation strategies to serve students with disabilities, English language learners, migrant students, homeless students, and neglected or delinquent students?</p> <p>3. Describe how the Title I services are being provided in TA schools. (Subjects/grades, before and after school programs, etc.)</p> <p>Criteria The Title I program shall include:</p> <ol style="list-style-type: none"> use of resources under this part to help participating children meet the Arizona Academic Standards; planning for Title I students is incorporated into existing school planning; effective methods and instructional strategies that are based on scientifically based research, providing extended learning time, providing an accelerated, high-quality curriculum, and minimizing time away from the regular school instruction; coordination with and support of the regular education program; instruction by highly qualified teachers and paraprofessionals; opportunities for professional development; strategies to increase parental involvement; and coordination with other state and federal programs. 	<p>I P O NA Eligible students are identified for services by the following:</p> <p>2nd grade and below</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Parent request <input type="checkbox"/> Developmentally appropriate measures <input type="checkbox"/> Previous program participation <input type="checkbox"/> Homeless, migrant, N&D <p>3rd grade and above</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple educational measures developed by the LEA and supplemented by the school <p>I P O NA The LEA assists schools in serving students in subgroups by: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disaggregating student achievement data <input type="checkbox"/> Rank ordering of students <input type="checkbox"/> Professional development activities <input type="checkbox"/> Other _____ <p>I P O NA Evaluation of TA schools includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress towards goals <input type="checkbox"/> Effectiveness of P.D. plan <input type="checkbox"/> Analysis of student data <input type="checkbox"/> Increase in parent involvement <input type="checkbox"/> Review of programs <input type="checkbox"/> Evaluation conducted annually 	<p><input type="checkbox"/> List of schools with TA Programs</p> <p><input type="checkbox"/> Criteria for identification of eligible students</p> <p><input type="checkbox"/> Roster of students receiving Title I services (rank order)</p> <p><input type="checkbox"/> Title I program evaluations</p> <p><input type="checkbox"/> Title I students' test data</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p><input type="checkbox"/> Not applicable – no TA schools</p> <p>Comments:</p>

Academic Assessment and School Improvement – Section 1116

LEAs shall identify for school improvement any school that fails to make adequate yearly progress for 2 consecutive years, as defined by the ADE.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA notify and explain to parents about:</p> <ul style="list-style-type: none"> schools that have been identified for school improvement; approved supplemental service providers; and school choice options? <p>Criteria for Parent Notice:</p> <p>The LEA shall promptly provide notice to parents of each student enrolled in a school identified for school improvement in a language the parent can understand:</p> <ol style="list-style-type: none"> an explanation of what the identification means and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the LEA and the State Education Agency involved; the reasons for the identification; an explanation of what the school identified for school improvement is doing to address the problem of low achievement; an explanation of what the LEA or SEA is doing to help the school address the achievement problem; an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and an explanation of the parents' option to transfer their child to another public school with transportation provided by the LEA or to obtain supplemental educational services for the child. 	<p>I P O NA Parent Notices contain all the required components.</p> <p><input type="checkbox"/> In a format that is easily understood</p> <p>I P O NA All schools in improvement have plans that contain all the required components.</p> <p>Section A</p> <p><input type="checkbox"/> Cover sheet</p> <p><input type="checkbox"/> SI team members</p> <p><input type="checkbox"/> Staffing information</p> <p><input type="checkbox"/> Demographic information</p> <p><input type="checkbox"/> Achievement data</p> <p>Section B</p> <p><input type="checkbox"/> District/LEA commitment to provide support</p> <p><input type="checkbox"/> Evaluation of SI plan</p> <p><input type="checkbox"/> School needs assessment</p> <p><input type="checkbox"/> Rationale</p> <p><input type="checkbox"/> Existing programs</p> <p><input type="checkbox"/> Action plan</p> <p><input type="checkbox"/> Implementation strategies</p> <p><input type="checkbox"/> Professional development plan</p> <p><input type="checkbox"/> K-3 reading initiative</p> <p>Section C</p> <p><input type="checkbox"/> Nature of planned reform</p> <p><input type="checkbox"/> School improvement plan support</p> <p><input type="checkbox"/> Measurable goals/objectives</p> <p><input type="checkbox"/> Professional development</p> <p><input type="checkbox"/> Teacher mentor program</p> <p><input type="checkbox"/> External technical assistance providers</p> <p><input type="checkbox"/> Parent, family, and community involvement</p> <p><input type="checkbox"/> Allocation/reallocation of resources</p>	<p><input type="checkbox"/> List of schools identified for school improvement by year</p> <p><input type="checkbox"/> School Improvement Plans - Title I provisions</p> <p><input type="checkbox"/> Parent notification of school improvement status</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p><input type="checkbox"/> Not Applicable – No schools in school improvement</p> <p>Comments:</p>

Title I Parental Involvement – Section 1118

The LEA and each Title I school has a written Parent Involvement Policy that was jointly developed with parents and contains all the necessary requirements. Each Title I school also has a written School-Parent Compact.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. Does the Parent Involvement Policy describe how the LEA/school will:</p> <ul style="list-style-type: none"> involve parents in the development of the LEA and school parent involvement policies; involve parents in the development of the LEA Consolidated Plan, SW program plans, and/or school improvement plans; involve parents in program evaluations; support planning and implementing parent involvement activities; build capacity for strong parent involvement; coordinate with other parent involvement programs; evaluate its parent program annually for participation and quality; and identify and address barriers to parent participation? 	<p>I P O NA LEA Parent Involvement Policy contains all the required components.</p> <p>I P O NA Parents were involved in the development of the LEA Parent Involvement Policy.</p> <p>I P O NA Each School's Title I Parent Involvement Policy contains all the required components.</p> <p>I P O NA Each School-Parent Compact contains all the required components.</p> <p>I P O NA The LEA and Title I schools conduct an annual meeting. Evidence must include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notification of meeting <input type="checkbox"/> Agenda which includes the following: <ul style="list-style-type: none"> ■ Information about Title I ■ Requirements of Title I ■ Rights of parents to be involved ■ Curriculum ■ Eligibility ■ Academic assessments to measure student progress <p>Additional evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Sign-in sheets 	<p><input type="checkbox"/> Title I Parent Involvement Policy – LEA</p> <p><input type="checkbox"/> Evidence that parents were involved in the development of the policy</p> <p><input type="checkbox"/> Title I School Parent Involvement Policy(ies)</p> <p><input type="checkbox"/> Title I School-Parent Compact(s)</p> <p><input type="checkbox"/> Annual Title I meeting notification</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p>Comments:</p>
<p>2. Does the School-Parent Compact contain these components:</p> <ul style="list-style-type: none"> a description of the school's responsibilities; a description of the parents' responsibilities; a description of the student's responsibilities; and an ongoing process for communication? 		
<p>3. How do the LEA and Title I schools notify parents of the annual meeting? What information is provided to parents at these meetings?</p> <ul style="list-style-type: none"> Inform parents of school's participation in Title I. Explain requirements of Title I. Explain rights of parents to be involved. Describe and explain the curriculum. Description of academic assessment used to measure student progress. 		

Qualifications for Teachers and Paraprofessionals Title I Provisions - Sections 1111 and 1119

The LEA ensures that all teachers are Highly Qualified (HQ) by the end of the 2005-2006 school year, and that Title I instructional paraprofessionals are of high quality.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
1. What evidence do you have that your teachers are HQ? What are you doing for those who are not?	I P O NA All teachers are highly qualified, or if not, there is a plan in place to get teachers highly qualified.	<input type="checkbox"/> Principals' verification of compliance with Section 1119 <input type="checkbox"/> Teacher credentials <input type="checkbox"/> Paraprofessional credentials <input type="checkbox"/> Job descriptions/minimum qualifications <input type="checkbox"/> HOUSSE Rubric, supporting documents <input type="checkbox"/> Parents' Right to Know notice <input type="checkbox"/> 4 week notice to parents <input type="checkbox"/> _____ <input type="checkbox"/> _____
2. What evidence do you have that your paraprofessionals are of high quality? What are you doing for those who are not?	I P O NA All instructional paraprofessionals are highly qualified, or if not, there is a plan in place to get instructional paraprofessionals highly qualified.	
3. Describe how the LEA and its schools notify parents of their "Right To Know" [Section 111 (h) (6)] upon request, and in a timely manner/understandable format about: <ul style="list-style-type: none"> teacher and paraprofessional qualifications, and their child's assessment data. 	I P O NA LEA and schools informed parents of right to know all of the following*: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher and staff qualifications, and <input type="checkbox"/> Assessment data *In a format parents can understand	<input type="checkbox"/> _____ <input type="checkbox"/> _____ Reviewers' Assessment: <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required
4. How does the LEA ensure that its Title I schools notify parents that a teacher who has taught their child for 4 or more weeks is not Highly Qualified?	I P O NA LEA and schools notified parents that a teacher who is not highly qualified has taught their child for more than 4 weeks in a format parents can understand.	Comments:

Participation of Children Enrolled in Private Schools - SECTIONS 1120, 5142, and 9501

The LEA provides services to eligible students enrolled in private schools and their parents and teachers.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA annually locate and notify non-profit private schools?</p> <p>2. How does the LEA consult with private schools during the design and development, implementation, and assessment of Title I, II and V-A programs for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> eligible private school students; <input type="checkbox"/> parents; and <input type="checkbox"/> staff <p>3. Describe the nature and types of services provided to eligible private school students, their parents, and teachers.</p> <p>Criteria for Consultation may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How children's needs will be identified; <input type="checkbox"/> What services will be offered; <input type="checkbox"/> How, where, and by whom the services will be provided; <input type="checkbox"/> The size and scope of the equitable services to be provided, and the proportion of funds allocated for services; 	<p>I P O NA The LEA has procedures in place to annually locate and notify private schools.</p> <p>I P O NA The LEA has procedures in place, if funds are received for any/all of the entitlements listed below, to annually collaborate with private school officials during the design and development of programs that meet the needs of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Eligible private school students <input type="checkbox"/> Parents <input type="checkbox"/> Staff in the LEA attendance area <p>Programs requiring equitable participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I-A Improving Basic Programs <ul style="list-style-type: none"> <input type="checkbox"/> I-B(1) Reading First <input type="checkbox"/> I-B(3) Even Start Family Literacy <input type="checkbox"/> I-C Migrant Education <input type="checkbox"/> Title II-A Teacher and Principal Training/Recruiting <input type="checkbox"/> II- Mathematics and Science Partnerships <input type="checkbox"/> II-C Enhancing Education Through Technology <input type="checkbox"/> Title III-A English Language Acquisition <input type="checkbox"/> Title IV- 21st Century Community Learning Centers <input type="checkbox"/> Title V-A Innovative Programs <ul style="list-style-type: none"> <input type="checkbox"/> V-D(6) Gifted and Talented 	<ul style="list-style-type: none"> <input type="checkbox"/> List of non-profit private schools within LEA boundary <input type="checkbox"/> FY 2006 Affirmation of Consultation Form Submitted to SEA <input type="checkbox"/> _____

Participation of Children Enrolled in Private Schools - SECTIONS 1120, 5142, and 9501 continued

SUGGESTED INTERVIEW QUESTIONS	EXPECTED RESPONSE	NCLB EVIDENCE OF COMPLIANCE
<ul style="list-style-type: none"> ❑ The method or sources of data used to determine the number of students from low-income families who attend private schools; ❑ How and when the agency will make decisions about the delivery of services and consideration of a third party contractor; and ❑ How the LEA will provide a written analysis of the reasons why the LEA has chosen not to use a contractor if the LEA disagrees with the views of the private school officials on the provision of services through a contract. 	<p>I P O NA Consultation with private school officials included the following:</p> <ul style="list-style-type: none"> ❑ Identification of children's needs ❑ Services to be offered ❑ How, where, and by whom services will be provided ❑ How services will be assessed ❑ How assessment results used to improve services ❑ Size and scope of equitable services to be provided ❑ How and when decision made about delivery of services ❑ How LEA provided written analysis if there was a disagreement <p>Evidence may include the following:</p> <ul style="list-style-type: none"> ❑ Phone logs ❑ Meeting minutes ❑ Agendas of meetings ❑ Other _____ <p>I P O NA Consultation with private school officials continues throughout implementation and assessment of services.</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> ❑ Meeting minutes ❑ Agendas of meetings ❑ Other _____ 	<p>Reviewers' Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required <input type="checkbox"/> Not applicable – Charter school <input type="checkbox"/> No Private Schools – <i>However FY 2005 Affirmation of Consultation Form submitted to SEA stating no private schools within LEA's boundaries</i> <p>Comments:</p>

Professional Development Program and Class-Size Reduction - Sections 2121, 2122, and 2123; Section 2414

The LEA has completed an assessment of the local needs for professional development activities.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. What steps does the LEA follow to ensure that district staffing and the professional development needs of teachers are identified and met through activities being funded in whole, or in part, by Title II-A?</p> <p>2. Using a comprehensive needs assessment, how does the LEA target Title II-A funding to:</p> <p>a. schools with lowest proportion of HQ teachers</p> <p>b. schools identified for school improvement</p> <p>c. schools with the largest average class size</p> <p>3. How do the professional development activities give teachers the means (including subject knowledge and teaching skills) to help students meet the Arizona Academic Standards?</p> <p>4. How are principals being given instructional leadership skills to assist teachers in helping students meet the Arizona Academic Standards?</p> <p>5. How does the LEA provide professional development in technology?</p> <p>6. Has the LEA evaluated the use of Title II-A funds used for class size reduction for program effectiveness?</p>	<p>I P O NA The LEA conducted a comprehensive needs assessment for professional development that included the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Highly qualified staff data <input type="checkbox"/> Information from parents <input type="checkbox"/> Technology needs <input type="checkbox"/> Teacher input. <p>I P O NA Professional development needs include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Subject knowledge <input type="checkbox"/> Teaching skills <input type="checkbox"/> Technology (25% of Title II-D) <input type="checkbox"/> Instructional leadership skills <p>I P O NA Title II-A funds are targeted to/for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools with lowest proportion of HQ teacher <input type="checkbox"/> Schools identified for school improvement <input type="checkbox"/> Schools with the largest average class size <p>I P O NA LEA has a professional development plan. Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written professional development plan, relevant sections of a Schoolwide or School Improvement Plan <input type="checkbox"/> Calendar of PD activities <input type="checkbox"/> Attendance records <input type="checkbox"/> Other _____ 	<p><input type="checkbox"/> NCLB Final Consolidated Plan</p> <p><input type="checkbox"/> Locally-developed Needs Assessment/results</p> <p><input type="checkbox"/> Title II-A Needs Assessment Report</p> <p><input type="checkbox"/> Evidence of class size reduction need, and evaluation, if applicable</p> <p><input type="checkbox"/> Technology Plan – Title II-D</p> <p><input type="checkbox"/> Budget showing allocations given to Title II targets/priorities</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p>Comments:</p>

TITLE V-A – Innovative Programs – Sections 5101 - 5132

The LEA has targeted the use of funds for innovative assistance programs as determined by a needs assessment.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA determine Title V-A supplemental activities?</p> <p>2. What program(s) is(are) supported by these activities?</p> <p>3. Describe how the LEA programs supported by these activities...</p> <ul style="list-style-type: none"> • promote challenging academic achievement standards; • improve academic achievement; and • are part of an overall education reform strategy? <p>4. Does the evaluation of the Title V-A program include the following:</p> <ul style="list-style-type: none"> • a provision for annual review; • the use of results of the annual review to make program revisions; • a description of whether student achievement was improved by the use of Title V-A funds; and • a summary of data on use of funds, types of services provided, and numbers of students served (as found in the Consolidated State Performance report) 	<p>I P O NA The LEA aligned the Title V-A supplemental program with the needs assessment.</p> <p>I P O NA The LEA programs supported by these activities...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote challenging academic achievement standards <input type="checkbox"/> Improve academic achievement <input type="checkbox"/> Include an overall education reform strategy <p>I P O NA The evaluation of the Title V-A program conducted by the LEA contained all of the following required components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducted annually <input type="checkbox"/> Used results for program revisions <input type="checkbox"/> Indicated whether student achievement increased <input type="checkbox"/> Summarized data on use of funds, types of services provided, and numbers of students served 	<p><input type="checkbox"/> Needs Assessment</p> <p><input type="checkbox"/> Evaluation of Title V-A programs</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p>Comments:</p>

Homeless Children and Youth (HCY) - Title X, Part C, Section 722

The LEA has developed a policy and procedures for identifying, admitting, and serving homeless students.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How does the LEA ensure the immediate enrollment of homeless children and youth (HCY)?</p> <p>2. How are HCY identified upon enrollment? How are existing students who become HCY identified?</p> <p>3. How and when does the LEA provide transportation to the School of Origin?</p> <p>4. All HCY are automatically eligible for Title I services. How are comparable services provided to HCY in Non-Title I schools? How are Title I Set-Asides used to meet the unique needs of HCY?</p> <p>5. How does the LEA ensure that preschool-aged siblings of HCY are referred to preschool programs (Head Start, Early Head Start, Even Start, and Early Childhood Block Programs)?</p> <p>6. Who is the designated Homeless Education Liaison? How have they acquired the technical knowledge to serve in this capacity? What support has he/she given to the schools to assist them in meeting the requirements for HCY?</p>	<p>I P O NA The LEA Homeless Policy and written procedures ensures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Barriers to the enrollment and retention of homeless children and youth (HCY) are removed so that students are immediately enrolled in school. <ul style="list-style-type: none"> • Barriers include: transportation, immunization, residency, birth certificates, school records, other documentation and guardianship. <input type="checkbox"/> Homeless students are not stigmatized or segregated on the basis of their status as homeless. <input type="checkbox"/> Identification of homeless students. <input type="checkbox"/> Transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin. <p>I P O NA The LEA provides Public Notice of the rights of HCY.</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brochures <input type="checkbox"/> Enrollment form <input type="checkbox"/> Fliers <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Policy regarding homeless students <input type="checkbox"/> Liaison designated and reported to ADE <input type="checkbox"/> Public Notice provided <input type="checkbox"/> Title I services provided <input type="checkbox"/> All levels of staff trained on requirements of HCY <input type="checkbox"/> Referrals made to appropriate agencies for preschool, medical, dental, etc. <input type="checkbox"/> Dispute Resolution Process <input type="checkbox"/> _____ <input type="checkbox"/> _____

Homeless Children and Youth (HCY) - Title X, Part C, Section 722 continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>7. How does the Homeless Liaison disseminate information and provide ongoing training for all levels of school personnel regarding requirements for HCY? (Bus drivers, enrollment personnel, nurses, counselors, teachers, etc.)</p> <p>8. Describe how and when parents are provided public notice of the rights of HCY within the schools? (required for all LEAs) Within the community? (not required for charters)</p> <p>9. Describe the LEAs Dispute Resolution Policy?</p>	<p>I P O NA The LEA provides training for staff regarding homelessness.</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Other _____ <p>I P O NA The LEA provides services for HCY.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free Breakfast & Lunch (National School Lunch Program Participants) <input type="checkbox"/> Title I Services <input type="checkbox"/> Referrals to local preschool programs for siblings <input type="checkbox"/> Referrals to medical, dental, and mental health providers <input type="checkbox"/> Transportation provided to/from School of Origin <input type="checkbox"/> Other _____ <p>I P O NA The LEA Dispute Resolution Process contains all the required components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> HCY are enrolled in school of choice until Dispute is settled. <input type="checkbox"/> LEA delivers a decision in writing. <input type="checkbox"/> Parents of HCY are notified of their right to appeal to the State-level. 	<p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p>Comments:</p>

FISCAL REQUIREMENTS - NCLB PROGRAMS IN CONSOLIDATED PLAN- SECTIONS 1120A, 1304(c)(2), AND 9521

The LEA ensures compliance with the fiscal requirements of maintenance of effort; comparability of services; and federal funds to supplement, not supplant, non-federal funds. *Evidence of suggested documentation would meet program compliance. Program monitors are not responsible for verifying the accuracy of evidence that is generally reviewed by state and/or local auditors.*

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. Did your LEA receive a letter on 9/15/04 indicating that your LEA had failed to maintain effort? If so, was a response filed?</p> <p>2. Was comparability tested and documented for the current or immediate past fiscal year?</p> <p>For LEAs with TA programs:</p> <p>1. For each program, how do you track expenses and equipment purchased with federal funds and ensure that they are used for the appropriate program purpose? For example, if Title I has purchased computers or other equipment, is its use limited to the Title I program (either at the schools or for administrators)?</p> <p>For LEAs that have class-size reduction staff paid from Title II-A:</p> <p>1. Provide a list of class-size reduction FTEs and when established.</p> <p>2. Provide the names, positions and length of time in position of all such teachers.</p> <p>3. Provide evidence that the teacher(s) in these positions have been paid continuously with federal funds (budgets showing salaries by project).</p> <p><u>Comparability of Services Criteria</u> A local educational agency may receive funds only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. If the LEA/District is serving all schools under this part, funds may be received under this part only if the LEA/District will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.</p>	<p>I P O NA The LEA responded in a timely manner to a failure to maintain effort finding.</p> <p>I P O NA The LEA has procedures in place to annually meet the maintenance of effort requirement.</p> <p>I P O NA The LEA has procedures in place to annually meet the comparability of services requirement and notify ADE of compliance every two years.</p> <p>I P O NA The LEA has procedures in place to ensure that NCLB funds are used in a supplemental manner.</p>	<p><input type="checkbox"/> Annual Financial Report (AFR) filed to School Finance by October 1st each year to make maintenance of effort determination</p> <p><input type="checkbox"/> Completed comparability determination worksheets using one of the following methods: pupil to staff ratio, per pupil expenditures for instruction, and/or per pupil expenditures for instructional staff salaries less longevity</p> <p><input type="checkbox"/> Assurance of Comparability (Academic Achievement Report) filed every other year</p> <p><input type="checkbox"/> Written documentation (equipment, supplies, staff, etc.)</p> <p><input type="checkbox"/> NCLB Application Checklist</p> <p><input type="checkbox"/> _____</p> <p><u>Maintenance of Effort Criteria</u> A local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency (SEA) finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.</p>

FISCAL REQUIREMENTS - NCLB PROGRAMS IN CONSOLIDATED PLAN- SECTIONS 1120A, 1304(c)(2), AND 9521

The LEA ensures compliance with the fiscal requirements of maintenance of effort; comparability of services; and federal funds to supplement, not supplant, non-federal funds. *Evidence of suggested documentation would meet program compliance. Program monitors are not responsible for verifying the accuracy of evidence that is generally reviewed by state and/or local auditors.*

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE	SUMMARY OF COMPLIANCE
<p>1. How did the LEA target Title I funds? Title II funds? Title V funds?</p>	<p>I P O NA The LEAs response indicates that the use of Title I funds aligns with the LEA Final Consolidated Plan and fiscal application.</p> <p>I P O NA The LEAs response indicates that the use of Title II funds aligns with the LEA Final Consolidated Plan and fiscal application</p> <p>I P O NA The LEAs response indicates that the use of Title V funds aligns with the LEA Final Consolidated Plan and fiscal application</p>	<p><input type="checkbox"/> Spot check invoices, ledgers, expense records, etc.</p> <p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p>Comments:</p>

ON-SITE REVIEW COMPLIANCE ACTIVITIES WORKSHEET**LEA:****DATE:****FOR EACH ITEM TO BE COMPLETED, INCLUDE TITLE AND NUMBER OF SECTION(S) FROM ON-SITE PROTOCOL:**

ITEM TO BE COMPLETED	WHAT AND HOW (Use action verbs like develop, disseminate or train)	Person Responsible	LEA acknowledge	Completion Date	ADE ONLY